

Communicative Culture as a Component of Professional Competence of Future Teachers in the Bilingual Environment

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Abstract

The article deals with the communicative aspect of professional and personal development of future teachers in the bilingual environment; proves the necessity of development of organizational pedagogical environment for development of the communicative culture of students, the future teachers within the framework of education process at a higher education institution. The objective of the research is to reveal, to substantiate theoretically, and to verify experimentally the organizational and pedagogical environment, which promotes efficient development of the communicative culture of a future teacher in bilingual education environment. In the theoretical part, the communicative culture is approached as the key professional pedagogical competence as well as the specific features of its development in bilingual environment and in the sphere of cross-cultural communication. Communicative culture is considered as an integrative, dynamic education of layered structure, which is represented as a total of the demand and motivation elements as well as personalized, reflexive, practically efficient elements, and which determines the nature of interaction of the entities based on their realization of humanistic values and senses of interlocutory communication. Formation and development of communicative skills are implemented in the technological system, which involves social and psychological training, establishment of a creative laboratory and specially developed course of integration and communication. The work on development of communicative skills targets development of individual representation of verbal behavior of students in bilingual education environment. The article contains the result of an experimental test of the efficiency of organizational and pedagogical environment for development of the communicative culture of a future teacher at the premises of the Kazan Federal University.

Keywords: professional competence, bilingual communicative culture, professional and personal development of a future teacher.

1. Introduction

Professional competence is considered as a systemic integrative unity, a synthesis of intellectual and skill-related elements (cognitive and activity-related elements, including generalized knowledge and skills), personal characteristics (value-related orientations, abilities, traits, readiness to professional activity, etc.) and experience, which would allow a person to make use of his potential, carry out complex culture-related types of activity, and adapt promptly and successfully to the permanently changing society and professional activity (Bolotov and Serikov 2003). As an integrative establishment, professional competence is neither one of standalone qualities of a person or aggregate of the qualities, nor just certain knowledge, skills and abilities. It not only reflects the potential a human has and his ability to make use of it, but also causes new phenomena, qualities of life and activity, which enable him to be successful. Competences act as the constituent elements of professional competence (Andreev 2005).

The majority of the components of professional competence of a future teacher are super-disciplinary because of the peculiarities of the teacher profession, which requires intensive and versatile communication. Almost all researchers of the pedagogical activity define the communicative competence as the key one. The role and the significance of communicative competence in the structure of pedagogical activity were approached by the works of O.A. Abdullina (1990), V.A. Kan-Kalik (1987), A.A. Leontyev (1979), and others. The communicative aspect of communication was analyzed in detail in the works by A.A. Bodalev (1996), B.F. Lomov (1981), and V.N. Myasishchev (1960). The processes of communication in pedagogy and psychology are considered from various viewpoints and the subject matter of determination of the communicative competence has various styling, where its key position in the educational environment is confirmed by its social importance.

Communicative competence is introduced in the structure of social competence as one of the constituent elements, along which the operative, social, verbal, sociopsychological (orientation in interindividual relations) competences as well as ego competence (knowledge of oneself) (Kunitsina, 1995). V.N. Kunitsina emphasized the unity of communicative and verbal competences in their practical displays, determined verbal competence as the relevance of

statements, accounting for the context and the subtext of a statement, absence of difficulties in verbal and written speech, variability of information interpretation, good orientation in the sphere of assessment stereotypes and patterns, multitude of senses of used concepts, and metaphoricalness of speech.

Communicative competence holds special place in the characteristic of a teacher's personality. On the one hand, what is meant here is the professional communicative competence, which is the core of teacher's activity and includes complex pedagogical knowledge, skills, and abilities, which are implemented in the course of pedagogical communication in the teacher-student system. On the other hand, in the current context, a teacher needs to have developed communicative skills as part of social competence, as only a teacher with developed social intelligence can solve the tasks that are assigned by the society to him.

Student age is sensitive to formation of communicative competence: students as one of the most important social groups of our society have broad opportunities to acquire the skills of literate and harmonious communication (Hürsen, Ozcinar, Ozdamli & Uzunboyu 2011; Light, 1997). In the course of education, students communicate their peers, teachers, and scientists. In the course of communication, such abilities are formed with them, which will help them at their professional activity. Improvement of the pedagogical communication culture at educational institutions encourages more comprehensive and goal-oriented acquiring of professional skills by students, and facilitates the process of adaptation to the future profession. Therefore, preparation of a teacher to full-scale communication and to creative cooperation is to be considered the main key point in the system of professional education. Unfortunately, this aspect is outcompeted in the higher education system by thematic study.

Some difficulties faced by professors in the course of education are of communicative nature. The majority of them are determined by the low level of development of students' knowledge and skills in verbal communication. The two most common issues are:

- inability to formulate unambiguously the idea at recitation in the form of a complete sentence;
- inability to explain the essence of concepts unassistedly, i.e. to provide a definition of a certain phenomenon;
- absence of formed conceptual framework in the context of the given subject;
- inability to commit one's ideas to paper;
- inability to listen to the teacher during lectures, which results in automatic writing down the lecture material without its comprehension;
- abundance of empty words in one's speech and poor elocution.

Consequently, it is necessary to identify and develop a system of organizational and pedagogical conditions, which during the whole process of education would allow developing gradually and nailing down communicative qualities of our students, forming their personal communicative experience, and encouraging its further development (Jablin & Sias 2001).

The communicative competence, formed at a sufficiently high level, of graduates with a degree in pedagogy offers the challenge of further academic and research activities, study of the world experience in the professional activity sphere, establishment of new business and professional contacts in the multilingual environment, which mainly determines the readiness of future teachers to assimilation of the multilingual communicative culture (Arasaratnam 2007; Mitina 2004).

Communicative culture is a pedagogical phenomenon, which is based on the system of humanistic values and senses of interlocutory communication. It is associated with such concepts as communicative competence, communicative skills, etc. However, it is not right to identify the communicative culture with proficiency in the normative set of verbal and non-verbal skills, as in this case, the internal spiritual and moral activity of the person in creating communication, seeing and assessing his position in the interindividual relations remains out of focus (Lapinski & Orbe 2007; Spitzberg 2000).

Thus, communicative culture is integrative, dynamic education of layered structure, which is represented as a total of the demand and motivation element as well as personalized, reflexive, practically efficient elements and which determines the nature of interaction of the entities based on their realization of humanistic values and senses of interlocutory communication.

As the goal sets are reset in favor of training teachers, the problem of bilingualism and multilingualism acquires a practice-oriented nature. At that, permanent orientation to abidance by unity and interconnection in professional pedagogical training and further practice in bilingual educational environment of communicative and verbal competence becomes very timely (Karaulov 1987).

Obviously, it is impossible to solve the tasks of improvement and modernization of education without a teacher who has good psychological, pedagogical, cross-cultural, and linguistic proficiency. The modern concept of education content provides for formation of linguistic and, which is more important, communicative competence of students of a pedagogical

higher educational institution. Communicative culture being professionally important quality of the future teacher's personality is formed in a certain cultural and linguistic environment, which has many national and ethnic peculiar features.

2. Methods

As for the environment of the Republic of Tatarstan, it is reasonable to approach the problem of bilingualism (the Russian language and the language of the national republic, i.e. the Tartar language) or multilingualism (the Russian, Tartar, and foreign languages). We are observing the process of languages and cultures integration. The concepts of bilingualism and multilingualism are determined as equal concepts and mean usage of several languages within a certain community (primarily, a state), usage of several languages by an individual (a group of individuals), each of which languages is chosen depending on the particular communicative situation. The issues of bilingualism and multilingualism in the circumstances of the new linguistic situation, two way bilingualism and multilingualism are considered as social demand.

Finally, those pedagogical concepts are to be acknowledged timely in the current situation with education, which base on the ideas of reformatory pedagogy, nature-aligned education, and pedagogical alternative not only orienting to the development, parenting, education, and socialization of a person by the means of the single native language, but also taking into account the significant potential of bilingual (multilingualism) education for formation of key competences with the students, which will allow them to integrate into the broad education space and in the polycultural information society. Implementation of this strategy is mainly met by the most acceptable and productive strategy of development of communicative culture of future teachers, which includes a total of the following technological cycles: development of verbal speech based on accounting for the individual peculiar features manifesting themselves in the speech generation and its mechanisms; formation of verbal speech activity in the second and third languages; development of communicative (influencing the target) speech, the unity of communicative and verbal competence.

In this view, we have developed a profession-oriented technology of development of the communicative culture in the circumstances of bilingualism, which includes the following stages: 1) sociopsychological training; 2) development of communicative competence in a creative inter-faculty laboratory; 3) implementation of a specially developed integrative communication course.

The research involved senior students who studied in pedagogy faculties of the Institutes of Mathematics and Biology of the Kazan Federal University, totally 56 students.

At the ascertaining stage of the experimental work, the following structural elements of the communicative culture were determined: knowledge in the sphere of communicative disciplines (pedagogy and psychology, logic, rhetoric, speech culture, etc.), communicative and organizational faculties, integrative communicative abilities, ability to empathize, ability to self-control, the culture of verbal and non-verbal speech in two languages (native and Russian), as well as the criteria of the level of the students' communicative culture development, according to which we determined the values of the level of formation of the main elements, which comprise the levels of development of the communicative culture: 1st level - high, 2nd level - medium, 3rd level - low.

To carry out the research of the level of the communicative culture development at the stage of ascertaining experiment, we developed a system of diagnosing the elements, which had the following structure:

1. Diagnostics of the original level of knowledge in the sphere of communicative disciplines.
2. Diagnostics of the level of development of communicative and organizing abilities.
3. Diagnostics of the mindset, emotional disposition and readiness of a future teacher to cooperation at communicating his colleagues, parents, and students.
4. Diagnostics of the level of proficiency in the methods of mental self-regulation.
5. Diagnostics of the general level of formation of communicative knowledge, skills, and abilities of the students.

We selected the following methods of diagnostics: observation, interrogation, questionnaire, conversation, and used the results of solving current tasks and testing.

We selected the following methodology for diagnosing the communicative qualities and skills of future teachers: the methodology of revealing communicative and organizing aptitudes of a personality (KOS-2), the methodology of diagnosing the communicative culture of a teacher (Efficiency of Communication by R. Kaverina), the methodology of Opposite Profiles for diagnosing the mindset, emotional disposition, and the extent of readiness of the future teacher to interacting with students, teachers, and parents, the methodology of studying the person's orientedness (**Smekal-Kucher test**), the test chart of communicative activity developed base on the questionnaire of A.A. Leontyev, the Psychografological Characteristics of Written Speech methodology for psycholinguistic analysis of written speech, and the test for evaluation of self-control at communication.

3. Discussion of the Results

Analysis of the obtained data showed that the level of development of particular elements of the communicative culture in the experimental and control groups was moderate and approximately equal.

In this view, we find cross-disciplinary cooperation to be the most efficient approach at the stage of training experiment during this research: based on one organizing discipline, an integrative-communicative course is prepared, which actively develops all professionally important personal qualities, abilities and skills of the future teacher, and forms his pedagogical and sociopsychological competence.

An optional integrative and communicative course was combined with psychology, theater pedagogy, and the study of art. It considerably increases the contribution of the course in the professional training of a teacher in terms of psychology. The course developed in this way ensures both expedited assimilation of the education material and, at the creative level, achievement of expedited effect in personal development.

During the research, the communicative orientedness of the course was enhanced by inclusion of the work that targets developing communicative skills. These skills are formed in the course of studying the methods of mental self-regulation and actor psychotechnics, mastering the speech and voice device, proper usage of mimicry and gestures, as well as by means of improving the competence of students through sociopsychological training. These tasks are solved by the contents of the course, and through extensive usage of training in the creative psychotechnics (Table 1).

Table 1. Comparison of the results of mastering the methods of mental self-regulation and changing the level of self-regulation of students, future teachers, during integrative and communicative education (in %)

Group	Stages	Level I (high)	Level II (medium)	Level III (low)
Experimental	Ascert.	7.1	28.6	64.3
	Contr.	42.9	39.3	17.8
Control	Ascert.	10.7	21.4	67.9
	Contr.	14.3	21.4	64.3

The results of changes of the mental self-regulation level with students, the future teachers, are represented graphically (refer to Figure 1).

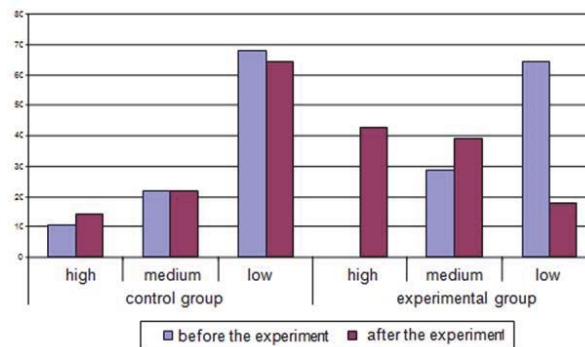


Figure 1. The chart of the changing level of mental self-regulation with students, future teachers, during integrative and communicative education in the control and experimental groups (in %).

As evidenced by the data, the percentage of students who have low level of self-regulation in the experimental group decreased by 46.5%, and the medium level was shown by 39.3% of the students, which is 10.7% more than at the ascertaining stage of the experiment. The number of students who had high level of mental self-regulation increased by 35.8%.

A comparative analysis of the development of the mental self-regulation level before and after the training experiment revealed trends that are more positive in the experimental group, rather than in the control group. The revealed differences in the changes of the level of mental self-regulation with the students in the control and experimental groups were confirmed statistically by the Student's t-criterion.

At consideration of the process of pedagogical communication and development of communicative skills of the

future teachers, we based on the conceptual model of the three-element structure of communication (Lomov 1981; Kunitsina 1995): social reflection, emotional interrelation, and behavioral interreflection. In accordance with this model of communication, three main elements of communicative skills were differentiated: psychotechnical, expressive, and intersubjective (Labutova 1990). The work on formation and correction of each element of communicative skills is done within the integrative and communicative course systematically and subsequently during the whole course. Certain representation of the results of communicative skills development is provided by Table 2.

Table 2

The results of studying the communicative skills development indexes of students, the future teachers, during the integrative and communicative course at the times of beginning and end of the experiment in the experimental group (EG) and the control group (CG)

Indexes of the students' communicative skills development											
Groups		Awareness of the communication culture	Self-regulation of voice and behavior	Communicative tolerance	Communicative control	Logical speech	Diction pureness	Acoustic and tone abundance of speech	Level of speech anxiety	Orientation of communicative behavior	Demand in communication
EG	Average value by the start of the experiment	1.57	1.73	1.76	1.58	1.51	1.47	1.51	2.55	1.66	1.8
	Average value by the end of the experiment	2.27	2.23	2.02	2.22	2.53	1.96	2.35	1.35	2.33	2.45
CG	Average value by the start of the experiment	1.84	1.47	1.76	1.67	1.84	1.47	1.8	2.43	1.61	1.55
	Average value by the end of the experiment	1.88	1.65	1.98	1.73	1.99	1.51	1.95	2.57	1.87	1.58

The control stage of the experiment before and after the training experiment revealed positive trends of development of the indexes of students' communicative skills in the integrative and communicative course. The best development dynamics was registered in the experimental group by the following indexes: awareness of the students about the communication culture – the number of students with low level decreased by 50%, the number of those with medium level increased by 32.3%, and the number of students with high level of awareness about the communication culture increased by 17.8%; self-regulation of voice and behavior – by 28.6%, by 10.7%, and by 17.9%, accordingly; the meaningfulness, logic, and composition of the speech became more accurate and thought-out, all parts of it were subsequent and connected to each other, and such positive dynamics of the said index is equal to 39.3%, 25%, and 14.3%, accordingly; the demand in communication of low level decreased by 25%, the medium level increased by 7.1%, and the high level was demonstrated by 53,6% of tested persons, which is by 17.9% more than at the ascertaining stage. Another positive trend is the decrease of the level of verbal anxiety of the students after the training experiment – the high level of speech anxiety decreased by 25%, the medium level – by 21.4%, and the number of students with low level of speech anxiety increased by 3.6%. At the same time, the table indicates the increase of the level of certain indexes with positive balance in the experimental group.

The control stage of the research revealed positive dynamics in the development of the communicative culture formation in the experimental group and proved the efficiency of the suggested methodology, which is evidenced by comparison of the ascertaining experiment data with the data obtained after one-year experimental study of the students of the Kazan Federal University.

4. Conclusion

The experimental data generally confirm the efficiency of the developed integrative communicative course, which combines the advantages of intensive teaching in two languages with diversified formation and development of the students' personality. The performed test of the experimental and control groups revealed that:

- all aspects of the linguistic proficiency considerably improve;
- the mindset for the future professional activity changes positively;
- the associative memory improves;
- the general communicative skills develop.

Through enhancing the psychological and pedagogical orientation of the course by integration, one can achieve

quite good results at teaching and improving the level of the psychological and pedagogical proficiency of future teachers. With a systemic approach to the professional training of future teachers, such innovation is necessary for each study course of a higher educational institution.

At the same time, the experimental work showed that at implementation of all elements of the pedagogical model of formation of the communicative culture in the circumstances of bilingual education (goal-oriented, regulatory-communicative, psychological and pedagogical, substantial, and processual), the following skills are formed:

Orientational skills: this kind of skills is associated with the concept of *reference point*, which indicates the position of the teacher in the space filled in by the interaction subjects.

Informational and analytic skills, which, as we see it, include interindividual exchange of information, including private and business communication between two individuals, which is the most popular type of interindividual communication.

Prognostic skills, which create environment for displays of the abilities to organize, arrange, and then, based on these abilities, demonstrate intuition and prediction of a process and its development.

Polemic skills, including the concepts of various ways of substantiation and reasoning of disputable provisions and issues. The basis of the polemics includes statement, communication, address, and speech.

Visually presentational skills, which include the ability to fulfill a battery of actions that create one's image. This is the combination of natural properties of a personality with the purposefully created ones, which meet the imperatives.

Creative skills, which are associated with the level of creative development of the student's personality, and which were formed in the course of teaching the students of pedagogical institutes in the communicative culture.

The results of the performed research give reasons to conclude that despite the differences in approaching the issue of professional and pedagogical competence, the sense that we associate with this concept resides in acknowledgement of its main function – development of professional and personal qualities with a teacher. The efficiency of implementation of this function is determined by the level of professional and pedagogical competence of the teacher. Consequently, the communicative culture (the culture of communicative professional and pedagogical activity in its diversity) is the backbone factor of the pedagogical activity and professional and pedagogical culture of the teacher, and acts as the basis, the means, and the condition of educating, developing, teaching, interacting, cooperating, influencing, and implementing all functions and types of pedagogical activity.

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